

## ST. JAMES HIGH

10800 Hwy. 707  
Murrells Inlet, SC 29576

**GRADES** 9-12 High School

**ENROLLMENT** 783 Students

**PRINCIPAL** Ronnie K. Burgess 843-650-5600

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

N/A

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

N/A

N/A

N/A

N/A

N/A

#### IMPROVEMENT RATING:

N/A

#### ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 12 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	N/A	N/A	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	85.0	N/A	N/A	N/A	N/A	N/A
<b>Passed 1 subtest</b>	9.8	N/A	N/A	N/A	N/A	N/A
<b>Passed no subtests</b>	5.1	N/A	N/A	N/A	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	N/A	N/A
<b>Seniors who met the SAT/ACT requirement</b>	N/A	N/A
<b>Seniors who met the grade point average</b>	N/A	N/A

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	4	N/A
<b>Number of Diplomas</b>	0	N/A
<b>Rate</b>	I/S	N/A

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	4	I/S	I/S
Gender							
Male	N/A	N/A	N/A	N/A	2	I/S	N/A
Female	N/A	N/A	N/A	N/A	2	I/S	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	4	I/S	N/A
African-American	N/A	N/A	N/A	N/A	0	N/A	
Asian/Pacific Islander	N/A	N/A	N/A	N/A	0	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	0	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	N/A	N/A	N/A	N/A	4	I/S	N/A
Disabilities other than speech	N/A	N/A	N/A	N/A	0	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	0	N/A	N/A
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	0	N/A	N/A
Non-Limited English Proficient	N/A	N/A	N/A	N/A	4	I/S	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	0	N/A	N/A
Full-pay meals	N/A	N/A	N/A	N/A	4	I/S	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	250	93.6	7.6	20.6	37.7	34.1	81.2	YES	NO
<b>Gender</b>									
Male	118	93.2	7.7	26.9	36.5	28.8	75.0	N/A	N/A
Female	132	93.9	7.6	15.1	38.7	38.7	86.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	215	93.5	4.7	20.5	37.9	36.8	83.7	YES	NO
African-American	23	91.3	23.8	28.6	28.6	19.0	61.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	220	94.1	4.1	17.3	40.3	38.3	87.8	N/A	N/A
Disabled	30	90.0	33.3	44.4	18.5	3.7	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	250	93.6	7.6	20.6	37.7	34.1	81.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	93.5	6.8	20.8	38.0	34.4	81.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	73	94.5	13.0	30.4	33.3	23.2	71.0	YES	YES
Full-pay meals	176	93.2	5.2	16.2	39.6	39.0	85.7	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	250	93.2	12.2	21.2	36.0	30.6	73.9	YES	NO
<b>Gender</b>									
Male	118	93.2	11.5	27.9	30.8	29.8	70.2	N/A	N/A
Female	132	93.2	12.7	15.3	40.7	31.4	77.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	215	93.0	9.0	20.1	37.0	33.9	77.8	YES	NO
African-American	23	91.3	38.1	28.6	19.0	14.3	42.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	220	94.1	9.7	18.4	39.8	32.1	78.6	N/A	N/A
Disabled	30	86.7	30.8	42.3	7.7	19.2	38.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	250	93.2	12.2	21.2	36.0	30.6	73.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	93.1	11.8	20.9	36.4	30.9	74.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	73	93.2	17.6	27.9	36.8	17.6	63.2	YES	NO
Full-pay meals	176	93.2	9.7	18.2	35.7	36.4	78.6	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 783)</b>				
Retention rate	6.9%	N/A	7.7%	9.1%
Attendance rate	96.2%	N/A	96.2%	96.0%
Eligible for gifted and talented	7.6%	N/A	13.0%	5.8%
With disabilities other than speech	15.5%	N/A	13.3%	12.7%
Older than usual for grade	6.1%	N/A	7.6%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.7%	N/R	2.5%	1.6%
Enrolled in AP/IB programs	58.8%	N/R	16.1%	10.2%
Successful on AP/IB exams	N/AV		53.0%	53.8%
Annual dropout rate	N/A	N/A	2.9%	2.7%
Career/technology students in co-curricular organizations	0.0%	N/A	1.2%	3.6%
Enrollment in career/technology center courses	541	N/A	579	466
Students participating in worked-based experiences	20.6%	N/A	30.5%	25.7%
Career/technology students mastering core competencies	83.1%	N/A	77.4%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%
<b>Teachers (n= 51)</b>				
Teachers with advanced degrees	54.9%	N/A	57.3%	52.0%
Continuing contract teachers	76.5%	N/A	83.3%	82.1%
Highly qualified teachers**	91.4%	N/A	89.7%	89.5%
Teachers with emergency or provisional certificates	4.2%		7.3%	8.6%
Teachers returning from previous year	N/A	N/A	87.7%	86.2%
Teacher attendance rate	95.7%	N/R	95.7%	95.3%
Average teacher salary	\$41,419	I/S	\$41,554	\$41,060
Prof. development days/teacher	7.1 days	N/R	10.5 days	10.6 days
<b>School</b>				
Principal's years at school	1.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	27.5 to 1	N/R	29.1 to 1	26.4 to 1
Prime instructional time	90.5%	N/R	90.5%	90.0%
Dollars spent per pupil*	N/A	N/A	\$5,954	\$6,310
Percent of expenditures for teacher salaries*	N/A	N/A	58.8%	57.9%
Opportunities in the arts	Good	N/R	Excellent	Excellent
Parents attending conferences	48.8%	N/R	88.3%	89.3%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We are very pleased to report that we've had a very productive first year at Saint James High School. After making it through the challenges of opening a new school and dealing with the many physical and logistical complications that are a natural outgrowth of a new school, we are very pleased with our results.

Academically, many of our students have performed well this year. At the end of the first term we had approximately 50% of our students making the honor roll out of a total of 775 active students at that time. 12 students qualified for our ACT/SAT Wall of Fame, which means they've scored 1100 or better on the SAT and 24 or better on the ACT. Two students were named to the Governor's School for Arts and Humanities and two students were named to the Governor's School for Science and Math. Four students were named Palmetto Boys' State Delegates while 3 students were named Palmetto Girls' State Delegates. Four students were named 2004 Presbyterian College Junior Scholars, four students were named Wofford Scholars, and three students were named Columbia College Scholars. Twenty-four students were recognized for perfect attendance.

Athletically, we are proud of our junior varsity football team. Not having a varsity team in this inaugural year gave us the opportunity to field a junior varsity team that compiled a record of 8 wins versus 1 loss. Our girls' cross-country team went on to capture the region championship, while our varsity girls' basketball team proceeded to make the state 3A playoffs in their first year of existence. We were very competitive athletically in this first season and we are proud of the efforts of the coaches and players for this year's outstanding performances.

In the areas of staff qualifications and accomplishments, we are pleased to say that 38 members of our staff hold advanced degrees, 3 members are Nationally Board Certified, and 2 hold Doctoral degrees. One teacher has been invited to participate in the Supreme Court Summer Institute. Our staff has been engaged in a number of staff development activities this year that include Read 180, G&T, and AP training, as well as curriculum differentiation and inclusion training. We also spent a great deal of time throughout the year working on Ruby Payne's Framework for Poverty training.

All in all, we've had a very busy but productive first year. We all look forward with great anticipation to next year when we hope to continue to build on our successes.

Ronnie K. Burgess, Principal  
Delton Powers, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	27	124	53
Percent satisfied with learning environment	96.3%	71.3%	83.0%
Percent satisfied with social and physical environment	100.0%	79.3%	84.9%
Percent satisfied with home-school relations	92.3%	71.8%	67.3%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.